



MERRYWOOD ELEMENTARY

329 Deadfall Road
Greenwood, South

Grades	K-5 Elementary School	
Enrollment	589 Students	
Principal	Debra K. Green	864-941-5700
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Good	Good
2009	Average	Average
2008	Average	Good
2007	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

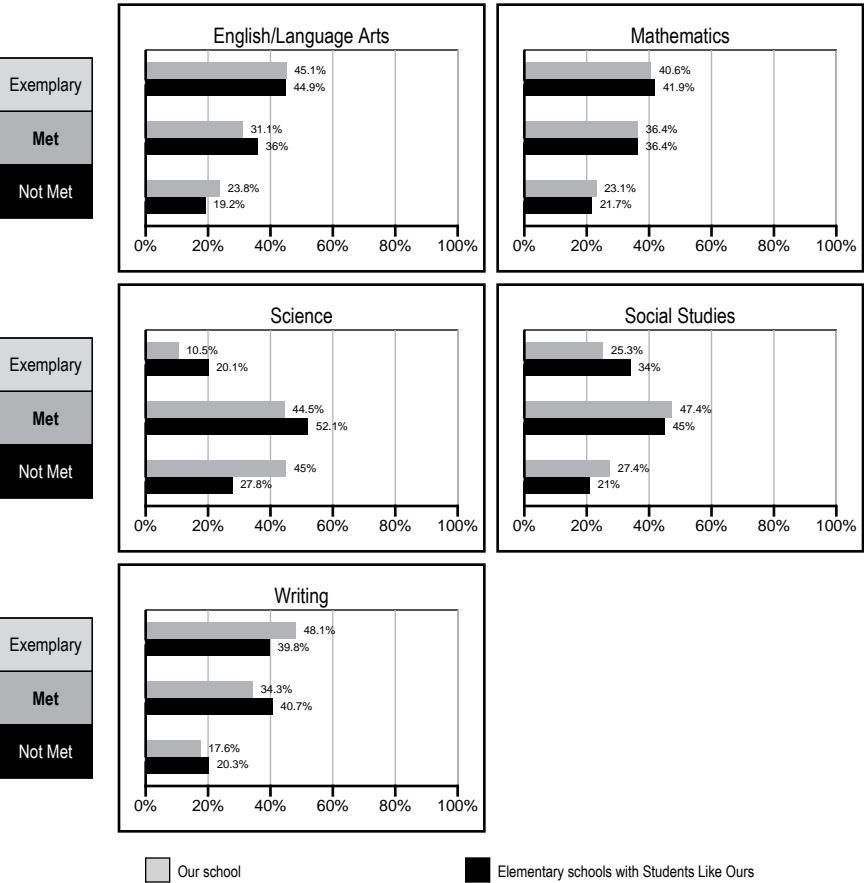
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	37	37	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=589)				
First graders who attended full-day kindergarten	97.9%	Up from 87.8%	100.0%	100.0%
Retention rate	1.0%	Down from 1.4%	1.1%	1.1%
Attendance rate	96.0%	Up from 95.8%	96.1%	96.2%
Served by gifted and talented program	13.5%	Up from 13.1%	16.5%	13.4%
With disabilities other than speech	6.0%	Down from 12.0%	4.5%	4.1%
Older than usual for grade	0.3%	Down from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	66.7%	Up from 61.5%	61.5%	62.5%
Continuing contract teachers	86.1%	Up from 84.6%	90.3%	88.2%
Teachers returning from previous year	80.8%	Down from 83.1%	88.5%	87.8%
Teacher attendance rate	93.8%	Up from 92.4%	95.4%	95.2%
Average teacher salary*	\$47,962	Down 1.8%	\$46,912	\$46,773
Professional development days/teacher	8.6 days	Down from 11.6 days	10.6 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 17.6 to 1	20.5 to 1	19.9 to 1
Prime instructional time	88.9%	Up from 86.9%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 99.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,559	Down 8.6%	\$6,913	\$7,447
Percent of expenditures for instruction**	71.4%	Up from 70.8%	68.8%	68.4%
Percent of expenditures for teacher salaries**	67.7%	Up from 67.5%	66.2%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The ultimate goal of the Merrywood Elementary family is to leave a lasting impression that inspires, encourages, and even transpires its students. Our mission to “educate students through challenging learning opportunities and provide the LIFESKILLS for responsible and caring citizenship” enhances our motto, “One for All and All for One.”

As a Red Carpet and Palmetto Silver Award winning school, our faculty and staff along with caring and responsible parents, strive to meet the individual needs of all of our students. Measurement of Academic Progress (MAP) Data disaggregation, collaborative professional learning communities, engaging lesson planning, constant and immediate remediation or acceleration, and the use of technology are vital tools used to help meet these individual needs. Students in grades one through five are assessed through MAP testing three times yearly. This data enables teachers to pin-point student needs and address those needs through small-group or individual remediation or acceleration. Teachers meet in their grade level specific professional learning communities to discuss these immediate needs and to develop engaging lessons that utilize technology. Through teacher webpages, parents are able to access homework assignments, project requirements, and numerous tutorial tools such as the IXL math program and Prep Dog practice lessons for MAP preparation. Additionally, Merrywood’s Parent Teacher Organization (PTO) coordinates and organizes a student tutorial program. Parents are encouraged to volunteer their time and talents as they work on English Language Arts or Mathematics with our most needy students at all grade levels.

Merrywood’s implementation of the Lifelong Guidelines and LIFESKILLS character education program developed by the Susan Kovalik Institute has proven to be successful in decreasing the number of disruptive off-task student behaviors that interfere with the development of a positive classroom learning environment. This community building program based on eighteen basic character traits promotes a strong family atmosphere where all students and staff members are respected and appreciated. The LIFESKILLS program is implemented daily through classroom community meetings, our WMER news program, and in all academic and fine arts areas.

As you can see, Merrywood Elementary is a great place to work and learn. It is through the combined efforts of our capable and eager students, dedicated teachers and support staff, and committed and involved parents that students are given numerous opportunities to learn and grow as readers, writers, scientists, historians, and mathematicians. It is very evident to the Greenwood community and beyond that the Merrywood faculty, staff, parents, and students are “One for All and All for One” in our efforts towards continuous improvement.

David Buckshorn, School Improvement Council
Debra K. Green, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	102	67
Percent satisfied with learning environment	100.0%	87.0%	86.4%
Percent satisfied with social and physical environment	100.0%	93.1%	87.9%
Percent satisfied with school-home relations	100.0%	92.1%	87.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 17 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	308	99.7	23.8	31.3	44.9	87.4	81.4	82.4	Yes	Yes
Gender										
Male	168	100	28.6	29.2	42.2	82.6	78.3	78.7	N/A	N/A
Female	140	99.3	18	33.8	48.1	93.2	84.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	149	99.3	8.4	24.5	67.1	95.8	91.1	88.9	Yes	Yes
African American	124	100	40.7	33.9	25.4	78.8	72	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	33	100	32.3	48.4	19.4	80.6	70.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	42	100	69.2	17.9	12.8	59	42.4	48.1	I/S	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	32.1	57.1	10.7	78.6	71.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	188	99.5	35.8	36.4	27.8	81.3	73.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	308	99.7	23.1	36.7	40.1	83.7	81.6	81.9	Yes	Yes
Gender										
Male	168	100	25.5	34.8	39.8	80.7	79.6	79.9	N/A	N/A
Female	140	99.3	20.3	39.1	40.6	87.2	83.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	149	99.3	7	28.7	64.3	95.8	92.1	88.9	Yes	Yes
African American	124	100	42.4	40.7	16.9	68.6	70.8	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	98.1	94.6	I/S	I/S
Hispanic	33	100	25.8	61.3	12.9	83.9	73.8	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	42	100	61.5	28.2	10.3	46.2	41.6	47.3	I/S	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	28.6	64.3	7.1	82.1	74.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	188	99.5	35.8	43.2	21	75	73.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	207	99.5	44.9	43.4	11.7	55.1	63.2	68.6
Gender								
Male	106	100	48	37.3	14.7	52	63.9	68.3
Female	101	99	41.5	50	8.5	58.5	62.5	68.9
Racial/Ethnic Group								
White	98	99	19.1	59.6	21.3	80.9	81.3	80.7
African American	85	100	68.8	28.8	2.5	31.3	46.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.7	85.3
Hispanic	23	100	71.4	23.8	4.8	28.6	43	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	29	100	67.9	21.4	10.7	32.1	29.3	35.7
Migrant Status								
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	20	100	N/AV	N/AV	N/AV	27.8	43.5	60.7
Socio-Economic Status								
Subsidized meals	131	99.2	64.5	30.6	5	35.5	49.5	57.3

Social Studies								
All Students	202	99.5	27.6	46.9	25.5	72.4	69.2	72.5
Gender								
Male	118	100	24.6	47.4	28.1	75.4	71.2	72
Female	84	98.8	31.7	46.3	22	68.3	67	73.1
Racial/Ethnic Group								
White	101	99	12.4	44.3	43.3	87.6	83	81
African American	78	100	41.6	50.6	7.8	58.4	55.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.9	89
Hispanic	21	100	50	45	5	50	57.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	29	100	50	38.5	11.5	50	35.3	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	22	100	N/AV	N/AV	N/AV	57.1	57.4	69.7
Socio-Economic Status								
Subsidized meals	119	99.2	39.1	50.4	10.4	60.9	58.6	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	114	98.3	17.6	34.3	48.1	82.4	72.9	73.2	96	96
Gender										
Male	61	98.4	19.3	29.8	50.9	80.7	67.7	67.2	96.1	96
Female	53	98.1	15.7	39.2	45.1	84.3	78.4	79.4	96	96.1
Racial/Ethnic Group										
White	57	100	5.4	32.1	62.5	94.6	84.5	81.5	96.5	96.1
African American	44	95.5	38.5	28.2	33.3	61.5	61.2	61.3	95.4	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.2	87	98	98.2
Hispanic	12	100	8.3	66.7	25	91.7	64.2	66.7	96	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	94.8
Disability Status										
Disabled	13	84.6	I/S	I/S	I/S	I/S	26.3	26	95.1	95
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	99.9	95.8
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	64.4	65.7	96	96.6
Socio-Economic Status										
Subsidized meals	71	97.2	26.2	40	33.8	73.8	64.2	63.2	95.3	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	106	100	15.5	20.6	63.9	84.5
	4	109	100	18.8	40.6	40.6	81.2
	5	80	100	10.7	45.3	44	89.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	94	100	21.8	11.5	66.7	78.2
	4	100	99	33	35.1	32	67
	5	114	100	17.3	43.6	39.1	82.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	106	100	24.7	28.9	46.4	75.3
	4	109	100	21.8	47.5	30.7	78.2
	5	80	100	22.7	42.7	34.7	77.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	94	100	25.3	23	51.7	74.7
	4	100	99	28.9	43.3	27.8	71.1
	5	114	100	16.4	41.8	41.8	83.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	53	98.1	53.1	32.7	14.3	46.9
	4	109	100	32.7	52.5	14.9	67.3
	5	41	100	26.3	52.6	21.1	73.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	49	100	39.5	41.9	18.6	60.5
	4	100	99	47.4	45.4	7.2	52.6
	5	58	100	44.6	41.1	14.3	55.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	53	98.1	10.6	51.1	38.3	89.4
	4	109	100	26.7	46.5	26.7	73.3
	5	39	97.4	36.1	44.4	19.4	63.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	46	100	17.8	48.9	33.3	82.2
	4	100	99	33	47.4	19.6	67
	5	56	100	25.9	44.4	29.6	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	105	97.1	13.5	39.6	46.9	86.5
	4	114	98.3	21.8	45.5	32.7	78.2
	5	78	96.2	13.9	37.5	48.6	86.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	114	98.3	17.6	34.3	48.1	82.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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